

Welcome!

Give the Smartboard a try! Write your name on the Scrabble board by dragging letters to the board.



Our goals for your child this year

It is important to us to prepare **all** students for middle school. This means it will be a challenging year for some students -- academically and/or socially.

We realize that every student is in the process of **becoming** and will reach milestones at different points in the year.

First and foremost, we will focus on:

- personal responsibility
- organization
- completion of quality work

Behavior Policy and Token Economy

Goals

To provide a structured learning environment.

To treat all students fairly and consistently.

Tools

Guilders

Guilder Clipboard

Behavior Intervention Records

Encouragement Procedures

Individual: The fifth grade uses praise, feathers, and guilders as positive encouragement for individual students.

Guilders

Earned each day in every class for coming to class prepared (homework complete, sharpened pencil, assignment notebook complete). Students also can earn up to 5 behavior bonus guilders each week (one for each day they did not lose a guilder) and additional guilders for completing classroom jobs. Guilders can be taken away if a student does not correct poor behavior after a warning in class or in the hallway.

Guilders are deposited each Friday in the "bank." Students must earn a minimum amount to attend guilder field trips/activities.

We will notify students periodically as to how many guilders they should have by that date.

COMMUNICATION



District 97/Holmes Teacher Page

These pages include assignments for each homeroom.

Ms. Manuel - 5M <http://www.op97.org/mmanuel/>

Ms. Peterson - 5P <http://www.op97.org/apeterson/>

Ms. Kraft - 5K <http://www.op97.org/fkraft/>

Ms. Yigzaw - 5Y <http://www.op97./syigzaw/>

5th Grade Wiki

Check the wiki for:

- homework assignments
- project rubrics and deadlines
- field trip information
- permission slips
- homework help tools

<http://holmes5thgrade.wikispaces.com/>



Common Core State Standards

- <http://www.CoreStandards.org/>
- The Council of Chief State School Officers and The National Governors Association Center for Best Practices
 - **Fewer, clearer, and higher**, to best drive effective policy and practice;
 - Aligned with **college and work expectations**, so that all students are prepared for success upon graduating from high school;
 - Inclusive of **rigorous** content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
 - **Internationally benchmarked**, so that all students are prepared for succeeding in our global economy and society; and
 - **Research** and evidence-based.

Math - An Overview



Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Math - An Overview

First Trimester: Review, Operations with whole numbers and decimals

Second Trimester: Fraction Number Sense and Fraction Operations

Third Trimester: Measurement (Area and Volume), Algebra

Science: Graphing, Data, Volume

General Information about Math Class

Materials

SRB

Study Links

Everyday Math
Journal

TI-15 Calculator
Sharp pencil

Homework

4 nights per week

2 pages per night

Less than 30
minutes per night

Assessments

Weekly quiz

Unit test every
2 - 3 weeks

Math

A Typical Day

Work on Math Message as homework is checked in.

Discuss homework

Daily lesson

Two workshop rotations

A Typical Week

Monday - Timed test and Everyday Math Lesson

Tuesday, Thursday - Everyday Math Lesson

Wednesday - Problem solving day

Friday - quiz and workshop

Differentiation

Daily Workshop

- Based on MAP scores and pretests
- Groups will change as we work on different skills
- Groups meet with teacher 2-5 times per week

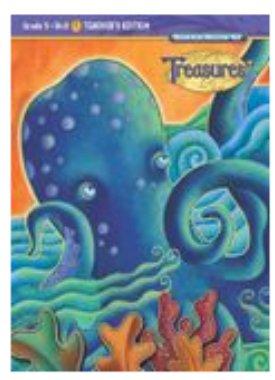
Interventions

- Tuesday/Thursday - 2:30 - 2:50
- Targeted based on area of need
- We could use parent volunteers to help out!

Acceleration

- Based primarily on MAP and Cogat
- Student can work at the next grade level

TREASURES



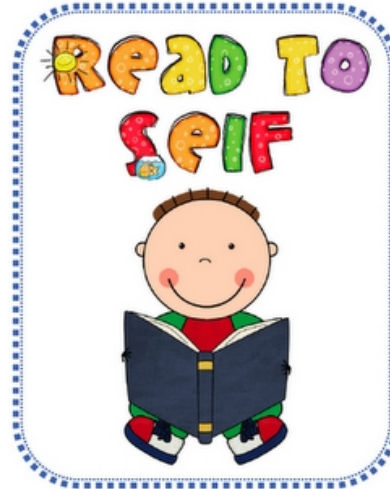
- Each unit has a:
 - Big Idea
Taking a Stand (Unit 1)
 - Enduring Understanding
Sometimes conditions or situations in life force people to take action. (Unit 1)
 - Essential Question
What makes people take action? (Unit 1)
- Each week has a:
 - Comprehension Skill
Character and setting (Unit 1 week 1)
 - Enduring Understanding
Good readers think about the setting and relationships of characters in the story. (Unit 1 week 1)
 - Essential Question
What conflicts did the main character have, and how were they affected by the setting? (Unit 1 week 1)

READING WEEKLY ROUTINE

Monday	Tuesday	Wednesday	Thursday	Friday
Word Work (10 min) DEA	Word Work (10 min) Vocabulary Review	Mini-Lesson (35 min) CAFÉ Skill/Strategy Lesson	Word Work (10 min) CLOZE Passage	Word Work (10 min) Spelling Test
Mini-Lesson (25 min) Treasures Selection	Mini-Lesson (25 min) Nonfiction Selection		Mini-Lesson (25 min) CAFÉ Skill/Strategy Lesson	Weekly Assessment (30 min) Treasures Weekly Assessment
Workshop (40 min) <u>Students:</u> Read to Self Read to Someone Work on Writing Word Work <u>Teacher:</u> Small Groups	Workshop (40 min) <u>Students:</u> Read to Self Read to Someone Work on Writing Word Work <u>Teacher:</u> Small Groups	Workshop (40 min) <u>Students:</u> Read to Self Read to Someone Work on Writing Word Work <u>Teacher:</u> Small Groups	Workshop (40 min) <u>Students:</u> Read to Self Read to Someone Work on Writing Word Work <u>Teacher:</u> Small Groups	Theme (15 min) <u>Students:</u> Evidence for Unit Theme Workshop (20 minutes) <u>Students:</u> Read to Self <u>Teacher:</u> One-on-One Conferencing

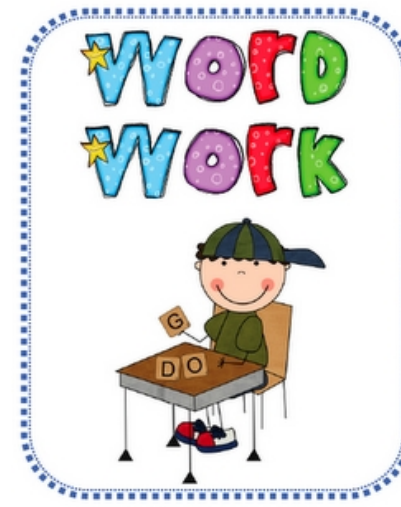
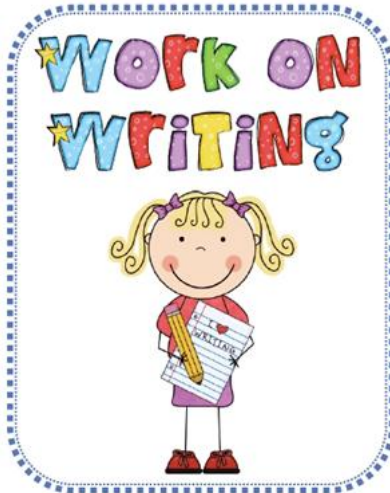
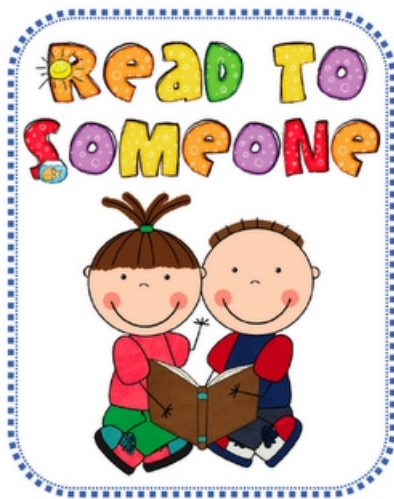
READING WORKSHOP

Must do this...



EVERY DAY!

Then they can choose one of these options.





LITERATURE CIRCLES

WHAT? Small groups of students meet on a weekly basis to discuss a piece of literature in depth.
Students are assigned chapters to read and role sheets to complete each week.

WHY? Enhances opportunity to share thoughts (vs. whole group)
Actively constructing meaning with their group members
Student choice increases motivation.
Responsibility, cooperation, communication

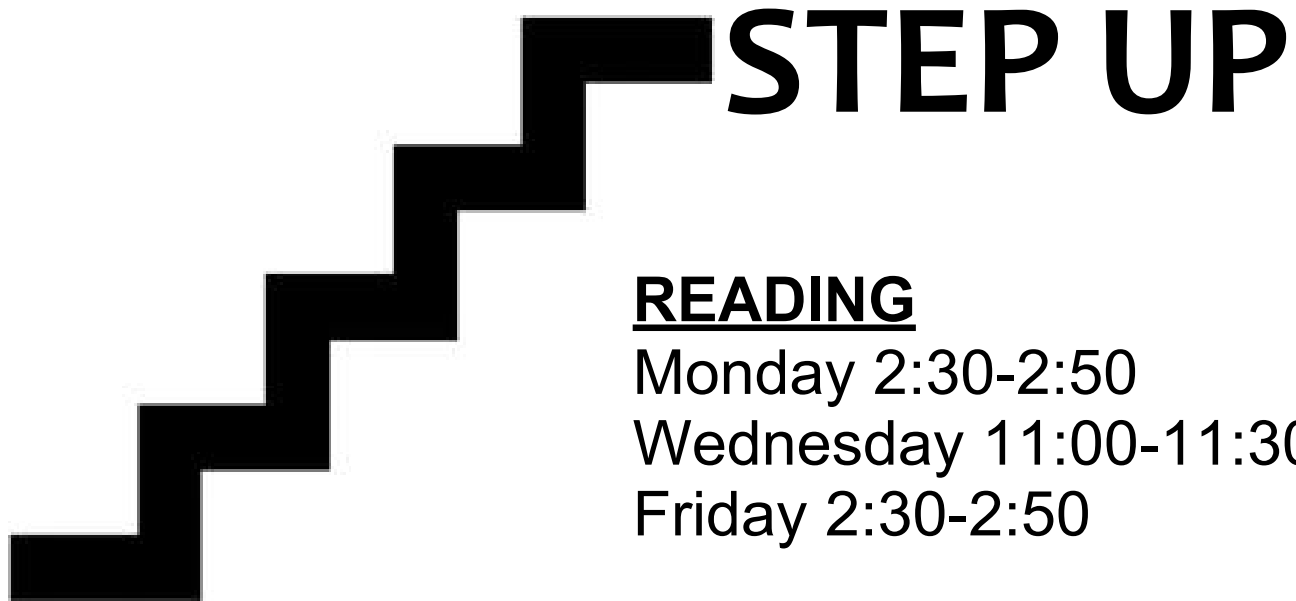
WHEN? Groups meet for discussions every **Wednesday**.
Students must have **chapters read** and **role sheet complete** by **Tuesday**.

Differentiation

Edit Reset

?

- 1 Workshop (different activities/choice)
- 2 Literature Circle Novels
- 3 Flexible Small Groups
- 4 Enrichment/Intervention Class (20-30 min every day)
-



READING

Monday 2:30-2:50

Wednesday 11:00-11:30

Friday 2:30-2:50

MATH

Tuesday 2:30-2:50

Thursday 2:30-2:50

In need of parent volunteers.
Sign up in the back.

WRITING

6+1 Traits

Ideas
Organization
Word choice
Presentation

Voice
Sentence fluency
Conventions

Types of Writing

Informative/Explanatory

- Content Areas

Arguments

- Content Areas

Narratives

- Writing Class

The Writing Process



Social Studies

Social studies should be the study of how citizens in a society make decisions on issues that affect themselves and the lives of others as well as the environment in which we live.

Understand political systems, with an emphasis on the United States.

POLITICAL SYSTEMS

Understand economic systems, with an emphasis on the United States.

ECONOMIC SYSTEMS

Understand geography and the effects of geography on society, with an emphasis on the United States.

GEOGRAPHY

Understand social systems, with an emphasis on the United States.

SOCIAL SYSTEMS

Understand events, trends, individuals and movements shaping the history of Illinois, the U.S. and other nations.

HISTORY



Students become good citizens by making informed decisions.
Citizenship requires that we teach our students to think.



Project-Based
Learning



Presentation
Choice



Some
Traditional
Assessment



Long-Term
Projects



Science



Energy and Pollution

Renewable and nonrenewable energy with a focus on the environment

Variables

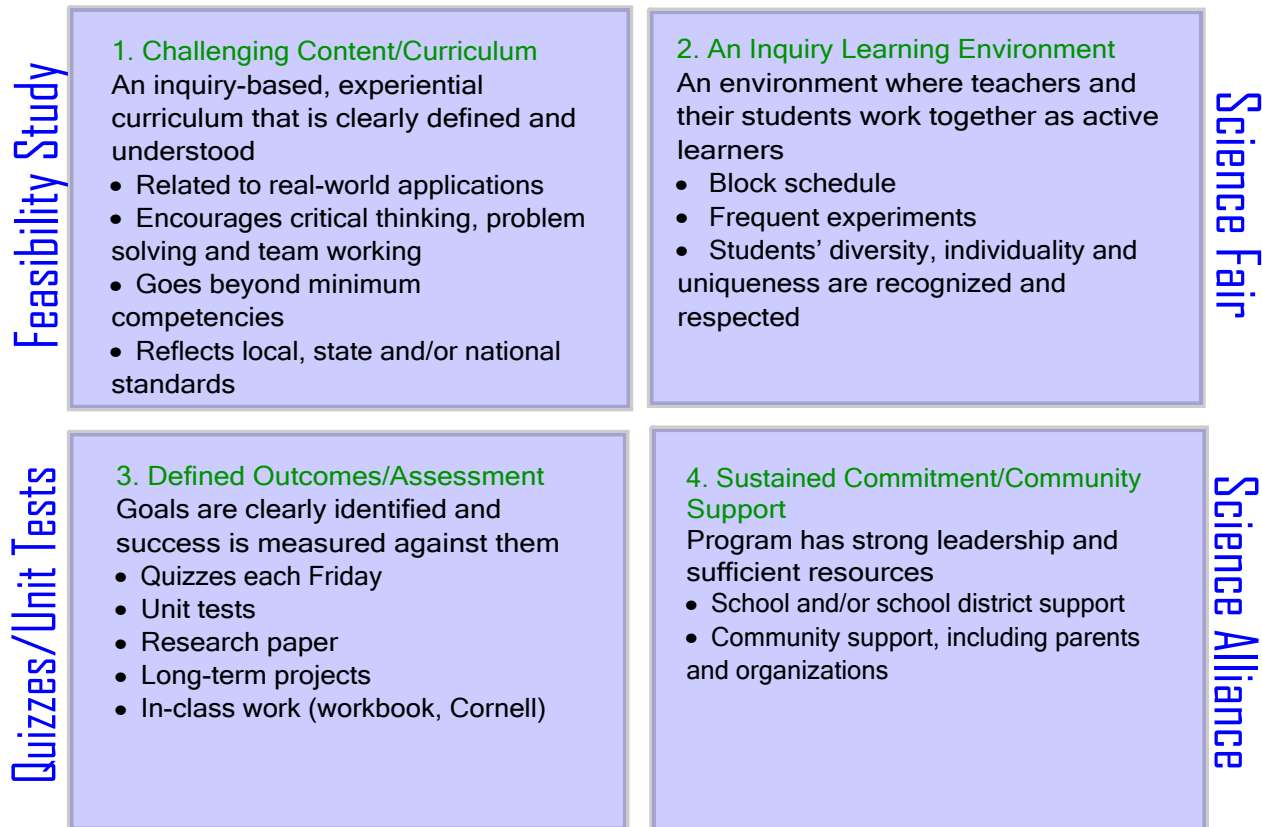
Discovering relationships between objects and events

Human Body

Researching the different body systems and how they interact together

STEM = Science, Technology, Engineering, Math

STEM is a truly integrated approach to these studies. Done right, STEM engages students and increases motivation with project-based learning, encourages students to solve authentic problems, and asks them to work with others to build real solutions.



ASSESSMENTS

State Assessments

ISAT

Week of: March 4, 2013

District Assessments

MAP:

Fall: Just completed.

Winter: January 7 - 25, 2013

Spring: May 6 - 22, 2013

CogAT: April 1-5

IAAT (Math): April 14-19

Classroom Assessments

Math unit tests

Math Friday quizzes

Treasures Friday quizzes

Spelling tests (pre-test Monday, test on Friday)

Science and Social Studies unit tests, quizzes, projects and research papers

IMPORTANT NOTE:

Please check the weekly newsletter for test dates and information about returned tests so you can be aware of your student's progress.

WEEKLY HOMEWORK

What to Expect Each Week

Math	Four days each week. Math Boxes Study Links each night except Wednesdays. Wednesday will be a word problem. Quiz on Fridays.
Reading	Read 30 minutes each night. Prepare for literature circle discussions that take place on Wednesdays.
Language Arts	Spelling and grammar - four pages each week.
Science	Reading from Infobook; Cornell notes each week due Thursday; quiz on Friday.
Social Studies	None

Edit

Reset

Homework Policy



- 1 Check your student's planner daily and make sure your student completes assignments.
- 2 Late assignments, including projects, may result in a lower grade, study hall, and/or loss of guilders.
- 3 Homework requested by 11am may be picked up at the end of the day.
- 4 For a planned extended absence, please notify your student's teacher at least one week in advance.
- 5 Create a positive working environment at home with a consistent study time.

Field Trips



Curriculum Field Trips

Outdoor Education
Robert Crown
BRAVO
Windy Tall Ships

Guilder (Curriculum) Field Trips

Bowling
Guilderpalooza
Student/Staff Basketball Game
Pool Excursion

Overnight Events

Outdoor Education
November 27-28
Loredo Taft Field Campus
About \$100 per student
Would like at least 5 male and
5 female chaperones

Rockin' Lockin' at Holmes
April or May
Overnight service event
Teambuilding activities
Parents will need to take a shift

Conference Sign Up

Week of October 15

Please sign up for one conference only.

Conferences will:

- Last 20 minutes
- You will meet with each of your child's teachers for 10 minutes.
- Please be sure to be on time.

Follow Up

